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ABSTRACT

The objectives, methods, strategies, content, and resources utilized in this high school course are described in this report. A chronological, topical, interdisciplinary approach is taken toward subject matter ranging from African Antecedents, through The Civil War and Reconstruction, to The Black Revolution. In addition to the general aims of social studies education, such as critical thinking, objectivity, and democratic values, this course is intended to provide an understanding and appreciation of the role of black people in American development. Such strategies as discovery learning, problem solving, active student participation in group and individual projects are employed in achieving these objectives. A typical unit lists reference works, text assignments, suggestions for supplemental reading, audiovisual material, outline of content, and questions for discussion which stress inductive methods and encourage the student to relate generalizations to contemporary social phenomena. (JIB)

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AFRO-AMERICAN HISTORY

(An elective one semester course)

by Frank L. Asher

Ridgewood High School

Ridgewood, New Jersey

1970-71 Edition

SO 000 465

AFRO-AMERICAN HISTORY AND CULTURE

(A chronological, topical, interdisciplinary approach)

COURSE OBJECTIVES AND METHODS

The aim of any course in the Social Studies is to foster in young people critical thinking, objective values, and the ideals of democracy. The hoped for end result in this course in Afro-American history and culture is no less than that. Moreover, it is hoped that this course will provide an understanding and appreciation of the role of black people in American development.

The general approach toward these ends will be through student discovery of facts, problem solving through directed discussions, active student participation through field trips, group and individual projects, and the acquisition of authorities who will add their knowledge and experience to those of the students. In short, the total involvement of students in various learning activities with proper guidance and direction will aim toward the above goals.

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STRATEGIES

1. Facts to be assimilated by pupils from text, primary documents and other reading are the responsibility of the student.
2. Key questions in class on fact, concept and value levels.
3. Projects - group and individual.
4. Field trips to be decided upon by the student committee .
5. Audio-visual material - tapes, records, song books, movies, filmstrips.
6. Interviews.
7. Role playing and socio-dramas.
8. Class exhibits of primary documents, reference books, artifacts.
9. Resource people - speakers, artists, musicians, politicians.
   (These people will be scheduled in appropriate places in the curriculum when they can be secured.)

THE KEY QUESTIONS

An Interdisciplinary Approach

In order to get an in-depth picture of each important topic, historical facts are necessary but to learn the total behavior of the period the following will also be emphasized in a total cultural approach: 1) values, goals and religion; 2) how did man satisfy the three basic needs of food, clothing, and shelter; 3) language and communication; 4) child rearing and education; 5) aesthetics; 6) social controls and political structure; 7) social organization - the family; 8) time ideas (history); 9) space ideas (geography); and 10) symbols - emotional and status between people and groups. Many of the questions stimulate the inductive approach to learning.

MAJOR CLASS PROJECTS

1. In conjunction with the Social Studies coordinator for the elementary schools, a curriculum is to be devised to teach some alternative values concerning race relations. The curriculum will be jointly planned and executed by the entire high school Afro-American history class under the leadership of Mr. Carey and Mr. Asher. This project will be started early in the school year after Unit I and continued in both semesters.
2. A human relations project is envisaged for the class in conjunction with individual suggested units in the syllabus such as a) Martin Luther King Day, as well as b) a possible student human relations committee. All this will be planned and executed by the class if it so desires.

3. Any student interested in a certain topic is welcome to do independent study, then come back and present the ideas and knowledge gained to the class. This will start after Unit VIII.
4. Field trips are to be decided upon by the entire class with committees established for implementation.

TEXTS

The text for this course is Before the Mayflower by Lerone Bennett, Jr. Supplementary text for Unit I is African Kingdoms by Basil Davidson.

ADDITIONAL GENERAL HISTORY BOOKS

(Available in the classroom as well as in the library)

General History Reference Books

John Hope Franklin	From Slavery to Freedom
Benjamin Quarles	The Negro in the Making of America
William L. Katz	Eyewitness, the Negro in American History
Hughes and Meltzer	Pictorial History of the Negro People
Logan and Cohen	The American Negro

For Selected Readings on Specific Outline Topics

Richard C. Wade	The Negro in American Life
Robert Goldston	The Negro Revolution
Larry Cuban	The Negro in America

For Primary Documents

Quarles	The Negro American
Aptheker	Documentary History of the Negro American
Grant	Black Protest

The library subscribes to the Amsterdam News, Ebony and Freedomways.

UNIT I INTRODUCTION

Key Questions and Procedures

A. The Approach to the Course

1. Why are you here?
2. Why do you think the classroom is set up this way?
3. What do you want to learn in this course?
4. What do you expect to learn?
5. How and where are you going to learn the facts for this course?
6. What do these signs and pictures mean to you?
7. What do you think the teacher's role to be?
8. Do you think we should have tests?
9. Do you think we should have grades?
10. Do you think it should be pass - fail?
11. Is there such a thing as self discipline possible in order to have you learn the facts as your own responsibility?
12. Why is this a separate course in Ridgewood High School?

B. Value Probe

1. If you were walking down a dark street alone, would you feel safer if you were followed by a White man or a Black man?
   (Respond anonymously - yes or no -- on a piece of paper)
   (The results will be compiled and announced)
2. Do any of the answers indicate prejudice?
3. Why do you think you are not prejudiced?
4. Use New York Times Article of September 15, 1968, entitled "Charlie Doesn't Even Know His Daily Racism is a Joke" by Bob Teague.
5. How do you form your own opinions?

6. Where do you find the facts about contemporary, controversial issues? (Brain storm)
7. Why do you suppose (if you do) that a Black Revolution is going on in this country?

UNIT II AFRICAN ANTECEDENTS

Reference Books
(In our room and in the library)

Franklin, Chapters I-V, IX

Quarles, Chapter I

Hughes & Meltzer, Pages 6-11

Logan & Cohen, Chapter I

Katz, Pages 3-6

Text: African Kingdoms by Basil Davidson. Time-Life Publications
Pages 8-58
Pages 79-93
Pages 101-185

Text: Before the Mayflower by Lerone Bennett, Jr.
Pages 3-34
Pages 38-44

OUTLINE

I. Geography of Africa
   A. Diverse continent - many regions
   B. Demographical distributions
   C. Effects of geographical changes on living things

II. The origins of preliterate man
   A. Homo habilus - Zinjanthropus 2 Million B.C.
   B. Hunters, herders, agriculturists, iron users
   C. Effects of geography - the Saharan Garden 6000 B.C. - 1000 B.C.

III. African Centers of Development
   A. The Nile - lower and upper
      Egypt 3200 B.C. ——— Ethiopia 500 B.C. ———
   B. The Eastern Sudan - Kush 2000 B.C. - 1400 A.D.
   C. Central Sudan
      Kanem-Bornu Empire 800 - 1400 A.D.
   D. Western Sudan Empires
      Ghana 700 - 1200 A.D.
      Melle 1200 - 1500 A.D.
      Songhai 1350 - 1600 A.D.
   E. The Congo and South Africa
      Benin 1000 B.C. - 1000 A.D.
      Zimbabwe 500 B.C. - 1200 A.D.

IV. Slavery in Africa
   Temporary, freedom possible, co-workers with rest of population

Unit I F- African Antecedents (continued)

V. The slave trade to the Americas

A. Need of work forces by emerging colonizing nations of Europe

Selected Reading:
Wade, pages 9-13

B. Early slave trade by Portugese and Spanish

1. Conditions in South and Central America

C. The English slave trade

1. Big business and the change in status of African slaves

2. Growth of the institution of slavery in Africa

3. "The Middle Passage" or "Black Gold"

D. In time, United States merchants increase the trade up to 1808, and even thereafter to 1861.

1. The tree cornered trade

2. The cotton gin increases the need

3. The smugglers

This period is also well-explained by the following books for those who wish to research the African background in more detail. The books are on loan in our classroom.

Africa Past and Present	by Elizabeth Thompson
A History of West Africa	by Basil Davenport
African Beginnings	by Olivia Vlalios
Africa Yesterday and Today	by Moore and Dunbar
Africa and Africans	by Paul Bohanan
Africa	by Fred Burke

Unit II - African Antecedents (continued)

1. What was your impression of African life and culture before your present readings?
2. After reading about earliest man found by Dr. Leakey in modern Tanzania, what do you think of the Bible story in the Old Testament?
3. Compare what you think was beautiful to a young woman who lived in Timbuctoo in 1400 A. D. and you today?
4. Can anyone in this class compare the art work of the Saharans in the Tassili of 2500 years ago with any you have at home or in our library or any art you've seen?
5. Why are some of the Tassili figures black and some white?
6. What do these pictures of the wild life of the Sahara of 2500 years ago tell of the behavior of man and animal life?
7. The picture on page 24 shows a drawing of what Timbuctoo looked like. What does this reproduction tell us from the buildings and figures: about religion? about family life? about education? about architecture and aesthetics?
8. On the next page what does the picture tell us about how advanced the people of Mali were in economic abundance? in government?
9. Using the drawings as a point of reference would you say that the Saharans were a male or female dominated society? What are we today and why?
10. What were some of the advantages and disadvantages of living in Timbuctoo in 1600?
11. What common denominators have the University of Sankare in Timbuctoo with other universities?
12. What was in the Sahara that induced Basil Davidson to remark that "the Sahara was a nursery for the world's cultures"?

Unit II - African Antecedents (continued)

13. "It would be interesting to know what the Normans might have thought of Ghana." Davidson.
14. What was it about the Mohammedan faith that so attracted the rulers of West Africa and the Sudan? Why not all the people?
15. Suppose your job was to find out why Kush was able to conquer all of Egypt; what would you need to know in order to suggest a solution to this question? List the questions you would have to ask.
16. Compare the work force needed by the Spanish and the English in the New World.
17. Why do you suppose that the Spanish allowed intermarriage between blacks and whites in their colonies ?
18. The slave trade as finally conducted by the English was violent. Was this violence the result of simple hereditary factors or the result of complex environmental forces?
19. What effects on African society would there have been if desalinization had been known and was cheap to operate?
20. Using our readings about Africa, why do you think that this continent did not develop its technology as the European continental peoples did?
21. (Let us read together pages 26 and 27 in our Bennett text) How do you think Bennett reaches the conclusions that African religion and art and music were carried by the slaves to the New World and have been retained as a legacy into American culture? In orther words how can Bennett prove these assumptions?
22. What is the meaning of the Franklin quote on page 28?
23. How can the dispute be resolved between property rights vs. human rights?
24. What is meant by the expression "The rape of a continent"?
25. What value do you think a Black student feels about studying Africa's past?
26. A White student?
27. Is there a relevancy of studying so-called ancient history anyway?

Unit II - African Antecedents (continued)

Movies:

"Negro Kingdoms of Africa's Golden Age"

"Heritage of the Negro-African Backgrounds"

Filmstrip and Record

"The Search for Black Identity - Proud Heritage from West Africa"

UNIT III BLACKS IN COLONIAL DAYS

Reference Books

Franklin, Chapters VI-VIII

Quarles, Pages 33-43

Hughes and Meltzer, Pages 12-13

Logan and Cohen, Pages 22-51

Text: Before the Mayflower

Pages 35-37
Pages 45-47

OUTLINE

Selected Reading:
Katz, Pages 7-26

I. Black explorers and conquistadores
   - Captain Pedro Alonzo Nino with Columbus
   - Estavanico, discoverer of the Southwest
   - Cabeza Da Vaca in New Mexico
   - Jean Baptiste Pointe do Sable, founder of Chicago

II. Blacks in British continental America

   A. Indentured and bond servants, black and white

Cuban, Pages 15-19

   B. The transition from contract servitude to permanent slavery

   C. Black slave labor - the foundation for Southern economy

Cuban, Pages 19-24

   D. The role of blacks in the Northern colonies

III. Black reaction to early slavery

Katz, Page 32

   A. Black men and red men

   B. Early petitions for freedom

   C. Early resistance and revolts

IV. The origins of an Afro-American subculture

   A. African additions to the English language

   B. African additions to Colonial foods.

   C. African additions to Western art forms

Unit III - Blacks in Colonial Days (continued)

KEY QUESTIONS AND PROCEDURES

1. What is the significance of learning about individuals such as Captain Pedro Nino, Cabeza da Vaca, Jean Baptiste de Sable and Estavanico?
2. Why were most Black and White men brought to this country in early colonial days either as indentured servants or bond servants?
3. What in Southern colonial development brought about the transition from contractual servitude to chattel slavery?
4. What would have been the likely outcome to Southern economy if there had not been a plentiful supply of people from Africa?
5. What would you need to know to test the validity of the following statement?

   > From the very beginnings of the English colonies the African made a poor worker; he couldn't speak the language of the colonists, he prayed to different Gods, he was in unfamiliar terrain, he was subject to European diseases. He had to be forced to become a minimal labor force.

6. If you had been a White (Black for Black students) teenager living in South Carolina in 1650, would you have been thankful for being born with your skin color? In 1750?
7. How about today here in Ridgewood? 8
8. After reading the primary document concerning the slave revolt in South Carolina around 1740, rewrite this account as if it were from the diary of one of the Negro slaves. (Katz, page 36)
9. The first group to express organized anti-slavery sentiment were the Quakers of Pennsylvania and New Jersey. In Ridgewood today we have a Quaker meeting. Maybe one or two of you belong. Regardless of this, what do you suppose in the Christian religion did the Quakers stress that caused them to become the first abolitionists?
10. How did the other Christian denominations justify slavery?
11. What questions should be asked if you wanted to know how to proceed concerning the extent of African culture being diffused into the English

colonial culture by the African slaves?

12. This question is to be asked after looking at the primary documents. How would you go about adding to the list of primary documents below, if you wanted to find out more about Black people in Colonial Days?

Primary Documents:

1. Slave Petition for Freedom during the Revolution . (Document 3b)
2. Negroes Protest Against Taxation without Representation . (Document 5)
3. Benjamin Banneker Letter to Thomas Jefferson. (Document 10b)

(The above are in Documentary History by Aptheker)

4. Slave Revolt in South Carolina, page 36 in Eyewitness by William L. Katz.

Project:

The class is to go to the school library or to work in the classroom library to carry out the results from question 12.

Film:

"History of the Negro in America" Part One

UNIT IV — THE AMERICAN REVOLUTION

Reference Books

Franklin, Chapter X

Quarles, Pages 44-61

Hughes & Meltzer, Pages 22, 36, 54-59

Logan & Cohen, Pages 54-64

Katz, Pages 44-50

Text: Before the Mayflower by Lerone Bennett, Jr.
Chapter 3

OUTLINE

I. Black men and women for American independence
   A. Crispus Attucks and the Boston Massacre
   B. Black people in the Continental Army
      1. Ban on black enlistment
      2. Blacks who fought anyway
      3. Blacks freed by British proclamation and escape behind British lines
      4. Washington accepts blacks in Continental Army
      5. Black fighters for liberty
      6. The drive for manumission

Selected Reading:

Goldstone, page 51

II. The Declaration of Independence
   A. Jefferson's first draft
   B. The final document

III. The Northwest Ordinance

IV. The paradox of the U.S. Constitution
   A. The 3/5 compromise
   B. Importation of slaves to 1808
   C. The fugitive slave provision

Unit IV - The American Revolution (continued)

V. Prominent Black people of the period

A. Phyllis Wheatley - Benjamin Banneker

This period is well explained by two works:

1. The Negro in the American Revolution by Benjamin Quarles

2. Essays in the History of the American Negro by Herbert Aptheker

Both of these books are available in our library and in our classroom.

SOCIO DRAMA

Socio-Drama of the U. S. Second Continental Congress concerning the Debates around the Declaration of Independence

Put yourself in the place of the following delegates to the Second Continental Congress. What would be the considerations you would examine before making up your mind about the Jefferson first draft concerning the abolition of the slave trade? (Each student is to be given one role. The student is given a few days to simulate this person in socio-economic class, geography, et cetera)

John Adams, Sam Adams, Elbridge Gerry, Roger Sherman, Oliver Walcott, Philip Stockton, Lewis Morris, Philip Livingston, Robert Morris, Benjamin Franklin, John Dickinson, James Wilson, George Walton, William Hooper, Benjamin Harrison, Richard Henry Lee, Arthur Middleton, Edward Rutledge, Caesar Rodney, Charles Carroll, Josiah Bartlett, John Hancock and Thomas Jefferson.

KEY QUESTIONS

1. It has been said (I've heard it often) that the celebration of a day in memory of Crispus Attucks is elevating to hero status a man who happened to be the first man killed in the American Revolution, and happened to be Black. Is there any real significance of Crispus Attucks in the American Revolution?

2. How do you feel about a full school holiday in memory of Doctor Martin Luther King?

3. In view of the fact that:

   ...in 1774 the Continental Congress passed an agreement not to import any slaves after December 31, 1775
   ...this was the year of the Intolerable Acts passed by Parliament
   ...this was the year of Jefferson's "a summary view of the rights of British America," in which he said it was increasingly difficult for the Americans because Britain had consistently blocked all colonial efforts to put an end to the slave trade,

   why do you suppose there was a growing sentiment against the slave trade

and slavery during the American Revolution?

4. What prompted Black men to fight for the American cause at Bunker Hill and with Marion's men in South Carolina, even with the knowledge that Washington and Congress frowned on Black enlistments?

5. Is there any comparison between your answer to the previous question and the number of Blacks in the U. S. armed forces?

6. If you were a slave during the Revolution living in South Jersey, would you have attemped to gain freedom by fleeing behind the British lines or petitioned your master to fight for the "Rebel Cause"? What would have been the immediate conditions that would have made your decision?

7. It was said by Frederick Douglass at a much later date (during the Civil War) that "It is the same old posture of affairs, wherein our rulers do wrong from choice and right from necessity." Does this apply to Washington's decision to accept Black men into the Continental Army?

8. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are Life , Liberty and the Pursuit of Happiness.

Was this a generalized statement by Jefferson that included Blacks as well as Whites? What, if any, people fighting for American liberty would have interpreted this as such? How do you as Americans stand on this subject today?

9. And what say you that George Washington as well as Jefferson owned slaves all his life?

10. The Constitutional Convention delegates made many compromises, one of the outstanding ones concerned the Black people of the U. S. - the 3/5 rule for representation in Congress, the 1808 restriction on the slave trade, and the fugitive slave provision. Looking back on this with hindsight were these a compromise in the eyes of the following:
a Connecticut farmer, a New Jersey slave holder, a South Carolina white

colonel of the American Continental Army, a Boston shipbuilder, a New Hampshire free Black, a Virginia slave.

11. Some historians have claimed that the founding fathers represented a certain economic class that wanted liberty and democracy for themselves, that the Constitution is a document that protected the interests of a new and growing managerial class.

    1. What does liberty mean? Does it mean liberty for all, including those who might take away liberty from those who want liberty for all?

    2. What does democracy mean? Does it mean democracy for all, including those who might want to achieve it in a different manner than the one proposed by the Constitution?

    3. What concept instead of "liberty" and "democracy" could the framers of the Constitution used that might have influenced the validity of the charge previously mentioned?

    4. Is this the main thrust of the Blacks and the students today?

Primary Documents

1. Special pamphlet of "The Jefferson Drafts of the Declaration"

2. "Phyllis Wheatley's Poem on Her Own Slavery" Katz, page 39

3. "The Amazing Benjamin Banneker" Katz, pages 61-62

4. Benjamin Banneker to Thomas Jefferson. Documentary 10b

5. Slaves of a Fugitive Tory Gain Their Freedom. Documentary 9

6. A Letter From and To Slave Rebels 1793. Documentary 12

7. The Earliest Extant Negro Petition to Congress 1797. Documentary 17

UNIT V THE PLANTATION SYSTEM - THE QUEST FOR FREEDOM

Reference Books

Franklin, Chapter XIII

Quarles, Chapter III

Hughes and Meltzer, Pages 14-21, 26-31, 39, 62, 66-83, 110-111

Logan & Cohen, Pages 67-83

Katz, Chapter V

Text: Before the Mayflower by Lerone Bennett, Jr.
Chapters 4, 5, and 6 to page 133
also Chapter 10

OUTLINE

I. Plantation Economics
   A. "Cotton is king"
   B. The large plantation - the big profit maker
   C. The constant need of expansion in acreage and in labor
      1. Extension of plantations geographically
      2. Slave trade, slave markets, slave-breeding

II. "The plantation, a combination of factory, village, and police precinct."
   A. Cotton economy required a federal system of slave labor
   B. Social controls over white and black
      1. Socio-economic over white free labor and small businessmen
      2. Policing of blacks
         a) slave codes - Jim Crow laws
         b) slave treatment - policing
         c) white supremacy values and mores

III. Status and role of:

plantation owner
overseers and straw bosses
poor whites
freed slave — The urban slave of the South
house slave
field slave
women
children

Unit IV - The Plantation System - The Quest for Freedom (continued)

IV. Plantation culture of whites and blacks

Selected Reading:
Cuban, pp.29-35

A. Food, clothing, shelter - possessions
B. The family
C. Child rearing and education
D. Religion - ethics and morality
E. Work time - leisure time
F. Language
G. Entertainment, music, etc.

V. The black man's answer to slave conditions

Selected Reading:
Wade, pp.36-40

A. Defense behavior of slaves
B. Anti-slavery petitions and the Convention movement
C. Anti-slavery periodicals
   1. Freedom's Journal 1827
   2. David Walker's "appeal" 1829
D. Return to Africa
   1. Paul Cuffee and the American Colonization Society
   2. Liberia founded in 1830
   3. Collapse of the movement
E. Unorganized escapes
F. 250 recorded revolts

Selected Reading:
Wade, pp.41-47

   1. Toussaint L'Ouverture 1791
   2. Gabriel Prosser 1800
   3. Denmark Vesey 1822
   4. Nat Turner 1831
   5. Joseph Angue and the Armistead 1835

Unit V - The Plantation System - The Quest for Freedom

KEY QUESTIONS AND PROCEDURES

1. "New technology changes the culture of man." What effect did the cotton gin have on the total life of Southerners? Northerners? Englishmen? Africans?
2. What were the reasons why the large chain stores like the A & P, Grand Way, et cetera, put the corner grocery store out of business? Is there any application of your answers about this to the plantation system in the South?
3. How would the course of history have been changed if modern chemistry had been known in Virginia in 1800?
4. Can slavery exist in an industrial society?
5. How does slavery affect technological advance?
6. The provisions of the Kansas-Nebraska Act of 1854 had just been published. This followed the Missouri Compromise, the annexation of Texas, the Mexican War, the Compromise of 1850. Let us pretend a discussion is going on concerning this latest decision of Congress about the extension of slavery.

   First - among a group of Southern white planters.
   Secondly - among a group of slaves.
   Thirdly - among some Northern textile manufacturers.
   Finally - among a group of Northern textile workers.
7. In your experience is it true that brutality affects the doer as well as the receiver?
8. What was your reaction when you read in your text that slave breeding was a large industry in Virginia in the 1850's?
9. Your father is the owner of a grocery store in Athens, Georgia, about 1830. Classify the following in order of preference as customers: doctor, carpenter, small farmer, plantation owner, overseer, freed slave.
10. What were the motives of the planter in establishing all the Jim Crow codes and laws? Were they honest in promolgating these laws? What this a "put on" or did they believe what they promulgated? What about today? Do people who believe in white supremacy, segregation, et cetera believe it or do they just want you to believe it?
11. Was the Black man "invented" by the White man?
12. How is it that the slave revolts were either discovered or suppressed so easily up to 1860?

Unit V - The Plantation System - The Quest for Freedom

13. Are there analogous situations today?
14. Put yourself into the position (as much as possible) of a field slave. You have been told you are lazy, stupid, animal-like in physical needs as well as well as sexually. You are only a piece of property that worked from sunup to sunset. How did these conditions affect your opinion of yourself and of others?
15. What are the alternative defenses you could have used to combat this stereotype?
16. Why do you suppose most historians of American history have not included David Walker' "appeal"? We learn in school about the speeches of Patrick Henry, John C. Calhoun, Daniel Webster, Stephen Douglas, et cetera, yet the following is not well known, and it was written in 1829.
17. Why was colonization or separatism a recurring them in Afro-American history?
18. What other alternatives are there among minority groups in solving socio-economic problems?
19. Toussaint L'Ouverture and the foundation of a Black Republic in Haiti changed American history. Do you know how?
20. What is the specific significance of the Prosser, Vesey and Turner Revolts?
21. What were the objectives of Prosser and Vesey as compared to Nat Turner?
22. Are there any present day analogies in either or both of these types of actions?

For those interested in more details of the Period.

This period is covered extensively by the following books in our library:

1. The Peculiar Institution by Kenneth Stampp
2. Lay My Burden Down by Benjamin Botkin
3. North of Slavery by L. P. Litwack
4. "American Negro Slave Revolts" in Herbert Aptheker's Essays in the History of the American Negro

Unit V - The Plantation System -- The Quest for Freedom (continued)

5. Black Folk - Then and Now by W. E. B. Dubois

6. My Life and Times by Frederick Douglass

7. The Militant South by John Hope Franklin

PRIMARY DOCUMENTS

" Slave Picks Cotton"	Katz, page 106
"Why Slaves Sing"	Katz, page 114
"The Vesey Conspiracy"	Aptheker, pages 74-76
"Walker's Appeal"	Aptheker, page 93 only
"Slave Breaking"	Katz, page 109, and Aptheker, pages 148-9
"Slave Auction"	Aptheker, pages 206-8

PROJECTS

Using the seven topics under rubric IV in the outline concerning plantation culture, the students are to make their choice about status, role, and daily lives of the people as listed under rubric III of the outline. This can be effected by group or individuals. Complete latitude is to be given on the approach toward class presentation.

After you have affected your person we will conduct dialogues in class between the various people we have improvised.

Exhibit: A facsimile of Freedom's Journal, March 16, 1827

Movies: "Face of the South" and "Slavery"

Pamphlets by Dr. Edgar A. Toppin to be Distributed

1. "No Jim Crow Car for Him"
2. "How King Cotton Ruled Four Million Blacks"

UNIT VI THE CIVIL WAR PERIOD

Reference Books

Franklin, Chapters XIV, XV, XVI

Quarles, Chapters 4 and 5

Hughes and Meltzer, pages 90-107, 112-185

Logan and Cohen, pages 84-108

Katz, Chapters 6-9

Text: Before the Mayflower by Lerone Bennett, Jr., Chapters 6 and 7

OUTLINE

I. Blacks as the United States expands

   A. As frontiersmen

   B. As cowboys

   C. As workers

II. Black men in the North

   A. The free man

   B. The slave

      1. The growing contradiction of slave labor and wage labor

   C. Selected Reading: Cuban, pp. 36-45

III. The Abolitionists

   A. White

      1. Garrison, Weld, Tappan, Birney, Phillips, and the anti-slavery societies

      2. Elijah Lovejoy, Whittier, Lucretia Mott

   B. Black

      1. Sojourner Truth, Garnet, Redmond, et cetera

      2. Frederick Douglass

   C. Douglass and Garrison - politics or humanitarianism

   D. The underground railroad

      1. The Quakers - Levi Coffin

      2. Harriet Tubman

Unit VI The Civil War Period Continued

E. John Brown - martyr or fanatic?

F. Harriet Beecher Stowe

IV. What part did slavery play in the causes of the Civil War?

V. Was a paradox of the founding fathers changed as a result of the War?

VI. The black man in the Civil War

A. The role of the Black in the Confederate States

B. Status in the North

1. Struggle for involvement

2. The Fremont-Butler Edicts

3. The government responds

4. The transition to equal status in fighting and pay

5. The draft riots

C. The role of Abraham Lincoln

1. His attitudes and values toward the Blacks in the U. S.

2. Lincoln and the War

3. Lincoln and Douglass

4. The Two Emancipation Proclamations

5. Lincoln's Plan for reconstruction of the South

6. The alternative points of view about Lincoln by history

7. Selected Reading: Wade, pages 62-3, 71-2

D. In the armed forces

1. The first South Carolina volunteers

2. The 54th and 55th Massachusetts

3. Port Hudson, Milliken's Band, Fort Wagner, Petersberg, and Richmond

4. Selected Reading: Cuban, pp. 53-56

E. Behind the lines North and South

F. Freedom and Victory

Unit VI - The Civil War Period (continued)

1. James Beckworth was an Indian fighter and frontiersman yet became chief of the Crow nation. What principle of politics is involved that brought Beckworth as an ally of the Indians?
2. If you were a free teenage black person living in Kansas territory what would you think of the Dred Scott decision? What if you lived in Maine? New Orleans?
3. If you were offspring of mixed parentage, living in New York City, would you attempt to melt into white society in 1850? What if you were a slave in South Carolina? What about today?
4. "Labor in a white skin cannot be free while labor in a black skin is in chains."
5. How did the concept motivate the Abolitionists?
6. What about you?
7. William Lloyd Garrison published the "Liberator" in his anti-slavery campaign. How did people at that time test how much truth there was in his newspaper? Today, how do you test what you read in the papers?
8. Frederick Douglass published his paper soon thereafter, The North Star. To which paper would you rather subscribe concerning anti-slavery news - the Liberator or the North Star?
9. Are your conclusions to question 8 the same as news about the Black Panthers as published in the New York Times and the Amsterdam News?
10. What is there in this speech that has caused Frederick Douglass to be labelled as the George Washington of Black people in America? (After reading Douglass' famous 4th of July speech in class)
11. What were the differences in strategy between Garrison and Douglass in the abolition of slavery?
12. Are there any parallels concerning tactics and strategies in the Black Power Movement today?

Unit VI The Civil War Period Continued

13. How does one evaluate whether John Brown stumbled into fame as a fanatic or was truly a martyr that sparked the Civil War?
14. Is there any similarity of effect of the deaths of John Brown and Martin Luther King, Jr.?
15. Tom Paine's "Common Sense" sold thousands of copies and had a lot to do with the American Revolution. Harriet Beecher Stowe's Uncle Tom's Cabin had a like effect on the Civil War. Patrick Henry's speeches, Sam Adams' actions, Frederick Douglass' talks, and John Brown's raid on Harpers Ferry had a great influence in the late 1850's. It was through the written word in newspapers and pamphlets that people got to know what was news; what position a person whould take on the issues. How do minority movements become majority movements in a democracy?
16. What if Garrison or Douglass had access to television in the 1840's? What if the planters had access to the mass media? What if Nelson Rockefeller or John F. Kennedy were poor?
17. Which expressions do you prefer - "The War Between the States," "The War of Northern Aggression," "The Civil War," or "The War of 1861-5?"
18. There has been a continuous controversy among historians on who caused the War.So - let's go. Who did?
19. Refer back to Unit IV, question 7. How does this apply in 1862? Now?
20. From the draft riots of the 1860's to the riots of the 1960's Black ghettos have gone up in smoke and violence. Riots in Black communities have occurred frequently in this hundred years. Many studies have been made of riots. Let's ask a few questions concerning this problem:
    A. What procedure of inquiry do you think we should take in such a study?
    B. What questions should be asked in these procedures? Let's list them.
    C. What cogent questions must we ask ourselves to test the validity of these procedural questions?
21. What contemporary group of people would classify Lincoln as "The Great

Emancipator", savior of American democracy, next to Washington, our greatest president. Secondly, let's list those who would consider Lincoln as a reluctant conceder to freedom for the slaves, white racist in ideas, and a false prophet the white man has put up to Blacks as a hero. Thirdly, Lincoln as a product of his times, reacting to the needs and pressures of his people. Is there another way history could review Lincoln?

22. How do you evaluate Lincoln's role in history?

23. What is your reaction to the letter in Cuban's book, The Negro in America, page 52? Now read the next letter about the Battle of Ft. Pillow. Has this changed your original ideas?

For those interested in more detail on this specific period:

1. Quarles, Benjamin. Lincoln and the Negro
2. Quarles, Benjamin. The Negro in the Civil War
3. Aptheker, Herbert. "The Negro in the Civil War" in the book entitles Essays in the History of the American Negro
4. Litwack, L. P. North of Slavery
5. Durham and Jones. The Negro Cowboys
6. Douglass, Frederick. Life and Times of Frederick Douglass
7. Buckminster, Harriet. Flight to Freedom
8. Bontemps and Conroy. Anyplace but Here

Primary Documents

"Report of a Negro Vigilante Committee." Aptheker, pp. 161-2.

"A Negro Denounces Prejudice." Aptheker, pages 169-173.

"The North Star." Aptheker, pages 265-266.

"Nat Turner's Insurrection." Grant, pages 53-59.

"Sojourner Truth Speaks for Women's Rights." Katz, pages 186-7.

"John Brown's Raid." Katz, page 205.

"Fourth of July" - Douglass. Aptheker, pages 330-334.

Unit VI The Civil War Period Continued

"The Dred Scott Case." Aptheker, pages 392-394.

"Men of Color, to Arms." Aptheker, pages 477-480.

"Waiting for the Emancipation Proclamation." Aptheker, pages 476-477.

"Colored Troops Take Charleston." Katz, pages 237-8.

Tape: "The Autobiography of Frederick Douglass," as told by Ossie Davis.

Record: "Historical Interpretation of Spirituals"

Movie: "The House on Cedar Hill" (Frederick Douglass)

Pamphlet by Dr. Edgar A. Toppin to be Distributed: "The Civil War Was the Black Man's Business"

UNIT VII THE RECONSTRUCTION

Reference Books

Franklin, Chapter XVII

Quarles, Pages 126-138

Hughes and Meltzer, Pages 188-211

Logan and Cohen, Pages 108-122

Katz, Chapter 10 and 11

Text: Before the Mayflower by Lerone Bennett, Jr. Chapter 8

OUTLINE

I. Southern culture and society after the war
   - A. The status of the freed man, poor whites, ex-confederates
   - B. Freedman's bureau
   - C. The army

II. Presidential Reconstruction
   - A. The Johnson Plan
   - B. The Southern planters response
     1. Black codes in rejecting 14th and 15th amendments
     2. Return to Congress of confederates

III. Congressional Reconstruction
   - A. Were they black Republicans or progressive politicians?
     1. Johnson vs. Stevens and Sumner
   - B. Enfranchisement of freemen in District of Columbia
   - C. Relief and rehabilitation through the Freedman's bureau and bank
   - D. Protection of the franchise through the Army's presence

IV. The Reconstruction governments
   - A. The black and poor white coalition: - scalawags?
   - B. The civil rights workers: - carpetbaggers?
   - C. Thirteen congressmen and two U.S. Senators
     1. Blanche K. Bruce and Hiram Revels
     2. Robert Smalls, John Langston, John R. Lynch, Richard Cain, etc.

Unit VII- The Reconstruction (continued)

D. "Makers of good laws."

1. Universal free public education
2. No property qualifications for voting or office holding
3. Presidential electors chosen directly
4. Women's rights short of the ballot
5. Taxes on poor reduced
6. Abolished imprisonment for debt
7. Mixed juries by race and sex
8. P.S.B. Pinchback, John H. Rock, Francis L. Cardozo, etc.

Selected Reading:

Wade, pp.86-88

For those interested in more detail on this period:

Dubois, W.E.B. Black Reconstruction in America

and Litwack. Reconstruction, An Anthology of Reunionist Writings

Franklin, John Hope. Reconstruction: After the Civil War

Woodward, C. Vann. Reunion and Reaction

Meltzer, Milton. Thaddeus Stevens and the Fight for Negro Rights

Korngold, Ralph. Thaddeus Stevens

Primary Documents

"I Never Saw Children so Eager to Learn." Katz, p. 251

"A Northern Visitor Views the South." Katz, pp. 252-253

"Freedman's Courts." Katz, pp. 256-257

"South Carolina Constitution." Katz, pp. 273-274

"Progress and Corruption in Miss." Katz, pp. 275-276

Novel:

Freedom Road by Howard Fast

Unit VII - The Reconstruction continued

KEY QUESTIONS AND PROCEDURES

1. Let us assume you were a newly freed black teenager in 1867, what would you feel was worth knowing? How would you go about achieving this knowledge?
2. If you were a white teenager in 1870, how might you react to a Black teenager? a) as a white offspring of an ex-Confederate colonel? b) as an offspring of an ex-Confederate private?
3. Let's look at two history books about Reconstruction:
   A. Bragdon and McCutcheon, pages 361-3 in the 1954 edition, and pages 370 and 371 in the 1967 edition and then Bennett, pages 183 to 198.
   B. What would you need to know to evaluate these three history texts?
4. Why were voting rights particularly important to the freedman?
5. What do you think are the requisites for the right to vote?
6. From a political point of view, what was the main strength that kept the Reconstruction governments in power? Does your answer to this have any relevancy today in American politics?
7. I used the expression, "Makers of good laws", which is an expression used in quite a few texts of Afro-American history. Were these laws good for the ex-planter? for the ex-slave? for the Northern white factory worker? for the factory owner? What then does the word <u>good</u> mean?
8. The war is over. You've gone home to your plantation in Mississippi to find it burned to the ground, apparently deserted. You are faced with the problem of your future - what to do? You are 21 years old. First, as a Black. Secondly, as a White.

Movie: History of Negro in America (1861-1877), Part II

UNIT VIII FREEDOM AND DEHUMANIZATION
(The Invisible Years, the Nadir)

Reference Books

Franklin, Chapter XVIII and XXI and XXIII

Quarles, Pages 138-178

Hughes & Meltzer, Pages 212-261

Logan & Cohen, Pages 122-165

Katz, Chapters 12, 14, and to page 377 in Chapter 15

Text: Before the Mayflower by Lerone Bennett, Jr. Chapter 9 and pages 274-288

OUTLINE

I. The abandonment of the black people of the South
   A. Forty acres and a mule
      1. Economic dependence of the black people
   B. The K.K.K., Jim Crow
      1. Social inequality
   C. The presidential election deal of 1876
      1. Withdrawal of the troops - political impotency
   D. "Separate but equal." Plessy vs. Ferguson 1896
      1. Judicial legalization of Jim Crow

II. Industrial and scientific expansion
   A. The black worker
      1. Union conditions
      2. Non-union conditions
   B. The share cropper
   C. Black scientists, educators, writers, poets, etc.
      1. Carver, Woods, Matzelinger, Rillieux, Drew, Latimer, McCoy
      2. Booker T. Washington, W.E.B. DuBois, Carter Woodson
      3. Trotter, Fortune, Hope, etc.
      4. James Weldon Johnson, Paul Lawrence Dunbar, Charles Chestnut, Ira Aldridge, etc.
      5. Mathew Henson

Unit VIII- Freedom and Dehumanization (continued)

III. Washington vs. DuBois
  A. Tuskeegee Institute - accommodation
  B. The Niagara Movement - struggle
    1. The N.A.A.C.P. is born

IV. The Populist and Progressive Era
  A. The Farmers Alliance and Negro Farmers Alliance
    1. The Populist Party
  B. The Non-Progressive movement for blacks
    1. Lynchings, riots, repression
    2. Theodore Roosevelt, the reformer?
    3. Woodrow Wilson, Southern gentleman

V. Back to Africa again
  A. Bishop Turner movement

For those interested in more details of this period.

Logan, Rayford W. The Negro in American Life The Nadir 1877-1901

Meier, August. Negro Thought in America 1880-1915

Washington, Booker T. Up From Slavery

DuBois, W.E.B. Autobiography

Woodward, C. Van. Origin of the New South 1877-1913 also The Strange Career of Jim Crow

Documents:

"A Negro Congressman Denounces Segregation - A Negro Senator Defends Himself." Katz, pp. 280-281

"A Mississippi Election - Violence." Katz, pp. 284-285

"Undermining Reconstruction." Aptheker, pp. 594-599

"The Atlanta Compromise." Katz, pp. 357-359

"DuBois Answers Booker T. Washington." Katz, pp. 359-360

"DuBois Credo." Aptheker, pp. 898-899

"Tenant Farming in Alabama 1889." Aptheker, pp. 747-748

"Bishop Turner 1896." Aptheker, pp. 757-758

"The NAACP 1896." Aptheker, pp. 766-768

"Frederick Douglass on Lynching." Aptheker, pp. 794-795

"The Brownsville Case." Aptheker, p. 869

"President Wilson and Segregation." Katz, pp. 389-390

Unit VIII - Freedom and Dehumanization continued

KEY QUESTIONS AND PROCEDURES

1. Does the Hayes - Tilden Agreement affect our present political picture?
2. It is said by many historians that Reconstruction failed because people became disinterested in the Black man. They got sick of the waving of the "bloody shirt". How much do abstractions such as humanitarianism, justice, equality, et cetera, influence people?
3. What are the factors which perpetuate racial, religious, and national prejudice?
4. Can you give an example of racial prejudice that you have observed lately?
5. Is it popular to practice discrimination in the guise of status seeking in R. H. S.?
6. Have you ever done anything about Black equality?
7. True freedom depends upon social, political, and economic equality. What was necessary to have made "The Reconstruction" a lasting success for Black people?
8. Does this reason apply to the status of Black people today?
9. It has been said there is a similarity between the freedman being denied an economic base by getting no free land during Reconstruction and the Black worker in industrial America being denied equal employment, equal pay, and equal union status. Can this statement be denied?
10. The Supreme Court declared the Reconstruction Acts unconstitutional, and in Plessy vs. Ferguson it declared the separate but equal school decision. In 1954 they changed this in Brown vs. the Bd. of Education to integration in schools. How come?
11. What factors produced the philosophy of Booker T. Washington?
12. of W. E. B. DuBois?
13. Why have American students been brought up on Booker T. Washington but few have heard of W. E. B. DuBois?

Unit VIII - Freedom and Dehumanization continued

14. There were 1700 lynchings in the nine years between 1885 and 1894, 2500 between 1884 and 1900. There were many burnings of Black ghettos and race riots in many cities. What were the major causes of these riots?

15. From your observation of the riots of 1967, do you see any similarity between Newark in 1967 and Chicago in 1919?

16. When are there riots in White neighborhoods?

17. Theodore Roosevelt and Woodrow Wilson have been considered by historians as progressive and liberal. In fact, they were elected president as reformers. According to our text, both of their administrations showed a conservative position on race relations. When is a liberal not a liberal? What is a conservative? Do only liberals have good ideas? What's the next step from being a liberal? How far must liberals go? What's a revolutionary? How far does he go?

Movie: Free at Last

Lay My Burden Down

Speeches by Washington, DuBois, Douglass, Garvey

Tape: Autobiography of W. E. B. DuBois

UNIT IX THE EARLY TWENTIETH CENTURY

Reference Books

Franklin, Chapters XXIV-XXIX

Quarles, pages 180-238

Hughes and Meltzer, pages 262-305

Logan and Cohen, pages 166-208

Katz, pages 378-473

Text: Before the Mayflower by Lerone Bennett, Jr.

Pages 288-313

OUTLINE

I. World War I

- A. Black troops in the War
  - 1. Discrimination and Violence
- B. The urban hegira - the ghetto

II. "Back to normalcy" repression

- A. Lynchings
- B. Riots
- C. Black resistance
  - 1. The N. A. A. C. P.
  - 2. Black pride and black struggle; Pan Africanism of DuBois; and the Colonization of Marcus Garvey

III. The Black Renaissance of the 1920's and 1930's

(Selected Reading: Cuban, pages 108-118)

- A. James Weldon Johnson, Paul Lawrence Dunbar, Claude McKay, Countee Cullen, Langston Hughes, Richard Wright, Ralph Ellison, Willard Motley, Allain Locke
- B. Arthur Schomburg, Franklin Frazier, Charles H. Houston, James M. Nabrit
- C. Paul Robeson, Charles Gilpin, Canada Lee
- D. Louis Armstrong, Duke Ellington, Count Basie, Huddie Ledbetter, Noble Sissle, Cab Calloway, Thelonius Monk
- E. Roland Hayes, Marian Anderson, William Warfield, Paul Robeson

Unit IX - The Early Twentieth Century continued

F. Hazel Scott, Lena Horne, Bill Robinson, Richard B. Harrison, Florence Mills, Ethel Waters, Harry Belafonte, Josephine Baker

G. Carter Woodson, Rayford Logan, Charles Wesley, Mary McCloud Bethune, Benjamin Quarles, John Hope Franklin, W. E. B. DuBois

H. Ralph Bunche, Thurgood Marshall, Roy Wilkins

I. Katherine Dunham, Pearl Primus

J. Charles White, Jacob Lawrence, Hale Woodruff

K. Jesse Owens, Joe Louis, "Satchel" Paige, Josh Gibson, Paul Robeson, Jackie Robinson, Fritz Pollard

IV. The Depression

A. Last hired - first fired = poverty

B. Repression and reaction again

1. Mussolini invades Ethiopia

2. Hitler's race ideas

3. Scottsboro and the Red scare

V. The New Deal

A. The N. A. A. C. P. and the Urban League fight back

B. Governmental agencies and Black relief

C. Joe Louis, Jackie Robinson, Jesse Owens, et cetera

D. The C. I. O. and the Black man

E. Asa Philip Randolph and the Pullman porters

F. Father Devine

VI. The Second World War

A. The march on Washington against discrimination in the army and war industries

B. Black combat troops integrated by unit not by individual men

C. C. O. R. E. founded in 1943

D. Legal cases against discrimination in the 1940's

E. The new mass media explosion

Unit IX - The Early Twentieth Century continued

VII. Monday, May 17, 1954 - Brown vs. the Board of Education

"Separate but equal has no place."

(Selected Reading: Wade, pages 141-143)

Documents:

"A Veteran is Chased by a Mob." Katz, pages 411-412

"Marcus Garvey." Katz, page 414.

"The South During the 1920's." Katz, pages 415-416.

"The Negro Renaissance." Katz, pages 417-8.

"Unemployed March of 1932." Katz, pages 436-438.

"Billy Hunger." Katz, pages 441-442 top.

"You Can't Kill the Working Class." Grant, pages 226-233.

KEY QUESTIONS AND PROCEDURES

1. Why does your family live in Ridgewood?
2. Why did Harlem come into existence?
3. What were the implications to Black people in the Garvey movement?
4. I have listed a great many names in the outline of this unit in connection with the intellectual upsurge of Black people in the 1920's. In the 1930's, 40's, and 50's came breakthroughs of athletes in sports, in entertainment, in the arts,and in government. There are today Black business men, executives, broadcasters, commercials with Black people. What are the positive and negative results of this change for Black people?
5. Why since the Civil War have there been periods of advancement for equal rights and periods of reaction?
6. What's your opinion of the document on page 441 in Katz concerning sharecroppers in the South?
7. What do you think of the validity of the arguments in the Plessy-Ferguson Case of 1896?
8. Do suburban schools meet the educational, psychological, and social needs of all minority groups?

Unit IX - The Early Twentieth Century Continued

PROJECT SUGGESTIONS

1. Read a copy of the Amsterdam News found in the library. After your reading, answer: What interested you most? A news story? An ad for a product or a service? A photo? An editorial? Some aesthetic event? A column?
   A. Organize a unit that you could present or share with the class. This could include taking pictures, taping an interview, drawing sketches, listening to records, attending church services, going to a housing project, et cetera.
2. OR Why did the Black community come into existence in Ridgewood? What effect does it have on a Black student in Ridgewood to leave his home and come to school every day? What relationship has the Black community to the White?
3. OR Show Black contributions to the Arts. This can be organized by one individual or a group of students.
   A. Selected Black poetry and/or short stories
   B. Gospel, Blues and Jazz; work songs, folk songs and rock
   C. The Black artist

Editorial Comment: Perhaps some of these individual studies can be done in conjunction with credits from other courses, such as English, Sociology or History.

Movies: "The K. K. K."

"The History of the Negro in America" Part III

Record: The Poetry of Black Americans as read by Sidney Poitier

UNIT X THE CIVIL RIGHTS MOVEMENT

Reference Books

Franklin, Chapters XXX and XXXI

Quarles, Chapter 10

Hughes and Meltzer, Pages 306-333

Logan and Cohen, Pages 209-264

Katz, Chapter 19

Text: Before the Mayflower by

Lerone Bennett, Jr.

Pages 314-359

OUTLINE

1. Brown vs. the Board of Education; Supreme Court on Desegregation of Schools, May 17, 1954
2. Emmet Till, aged 14, kidnapped and killed, 1955
3. The Montgomery bus boycott - Martin Luther King, Jr., 1955
4. Martin Luther King's house bombed, King shot at, January 30, 1956
5. Autherine Lucy admitted to the University of Alabama, February 29, 1956
6. Southern Christian Leadership Conference organized in 1957
7. Modern Ghana becomes an independent state in 1957
8. Little Rock, Arkansas and Daisy Bates, September 24, 1957
9. Sit-in Movement at Greensboro, North Carolina, February, 1960
10. "Raisin in the Sun" and "Purlie Victorious", 1959-61
11. Civil Rights Acts of 1957, 1960, and 1964 - Voting Rights Act of 1965
12. SNCC formed for voter registration in the South
13. Creation of Black Muslims - Elijah Mohammed, 1934-1963, et cetera
14. Freedom Riders -- C. O. R. E. , May 4, 1961, et cetera
15. College and university demonstrations, 1961 -- and on
16. Suit against defacto segregation in Englewood New Jersey on February 5, 1962, and in New Rochelle, New York on May 28, 1962
17. James Meredith and the University of Mississippi in September, 1962
18. Albany, Georgia, and the Albany Movement, 1961-2
19. James Farmer, Adam Clayton Powell, Floyd McKissick, Roy Wilkens, Whitney Young, James Forman, Stokely Carmichael

Unit X The Civil Rights Movement continued

20. Birmingham, 1962-3; Anti-Segregation campaign, ending in the deaths of four Black children on September 15, 1962
21. Executive order of President Kennedy against discrimination in federal housing, 1962
22. Medgar W. Evers assassinated on June 12, 1963
23. August 28, 1963, March on Washington; 250,000 Blacks and Whites for Civil Rights
24. John F. Kennedy assassinated on November 22, 1963
25. Cambridge, Maryland, Atlanta, Selma, Alabama civil rights demonstrations, confrontations with police
26. Chicago public school boycott in 1964
27. Chaney, Schwerner, Goodman, Mrs. Liuzzo, and others assassinated in the South, 1965

PROCEDURES

1. Role play a White student's discussion of Black students in the years 1949, 1962, 1969-70, 1989.
2. Socio-drama
   A. We in this room are ourselves, but the year in 1962. The question before us is whether any of us want to go to Greenville, Miss., to participate in the voter registration drive.
   B. Let us assume that some of us decided we will go. Now the problem is what will be our strategy and tactics. Let's plan our campaign.

Documents:

"Separate Education is Unequal." Brown vs. Board of Education, Grant, pages 266-268.

"The Southern Manifesto." Grant, pages 268-271.

"Daisy Bates and Rosa Parks." Grant, pages 272-80.

"Freedom Ride." Katz, pages 500-502.

Unit X The Civil Rights Movement continued

"Ole Miss"

"Three Lives for Mississippi." Grant, pages 336-339.

For those interested in more details of this period:

Belfrage, Sally. Freedom Summer

Berman, Daniel. The Civil Rights Act of 1960

Daniel, Bradford. Black, White and Grey

Dorman, Michael. We Shall Overcome

Evers, Mrs. Medgar. For Us, the Living

Farmer, James. Freedom, When?

Handlin, Oscar. Fire-Bell in the Night

Harris, Janet. Long Freedom Road

Holt, Len. Summer That Didn't End

Huie, William B. Three Lives for Mississippi

King, Martin Luther, Jr. Stride Toward Freedom

King, Martin Luther, Jr. Why We Can't Wait

Meredith, James. Three Years in Mississippi

Peck, James. Freedom Ride

Proudfoot, M. Diary of a Sit-In

Silberman, Charles. Crisis in Black and White

Sterling, Sorothy. Tear Down the Walls, a History of the American Civil Rights Movement

Zinn, Howard. SNCC the New Abolitionists

Record: "We Shall Overcome" A history of the Civil Rights Movement in song and the spoken word

Movie: "The New Mood"

UNIT XI - THE BLACK REVOLUTION

Malcolm X
Kluxers
Black Nationalism
White racism
Stokeley Carmichael
Black Student Union
Leroi Jones
Double Discrimination
Oreo cookie
Richard Hatcher
Eldridge Cleaver
Black Capitalism
H. Rap Brown
Black racism
Shirley Chisholm
Huey Newton
Open housing
N.A.A.C.P.
S.C.L.C.
Black power
Pigs
Fascism
Soul
busing
right on

Economic Development Corporation
Lorraine Hansbury
Power to the people
Blue-eyed devils
Julian Bond
outside Red agitators
White man's burden
James Forman
Babylon
Community control
Subversive Communist Nigger Lovers
Tokenism
Black Separatism
Paternalism
Black is beautiful
Urban League
Aunt Jemimas
benign neglect
honkey
Sambo
C.O.R.E.
Black Panthers
Uncle Toms
the man
Orangeburg, Jackson State, Kent State

handkerchief head
Black Muslims
Mohammed Ali
Uncle Charley
non-violence
Nathan Wright
Ralph Abernathy
Kenneth Gibson
Elijah Mohammed
Fair housing
ghetto
James Baldwin
Bobby Seale
Carl Stokes
Old Black Joe
Black Revolution
Integration
Whitey
W.A.S.P.
Black Marxist
Reparations
Negro
genocide
Watts

Unit XI - The Black Revolution (continued)

For those interested in more details of this period:

Aptheker, Herbert. Soul of the Republic, the Negro Today

Baldwin, James. The Fire Next Time

Barbour, Floyd. The Black Power Revolt

Bontemps, Arna. Anyplace but Here

Booker, Simon. Black Man's America

Brown, Claude. Manchild in the Promised Land

Butcher, Margaret. The Negro in American Culture

Carmichael, Stokeley. Black Power

Clark, Kenneth. Dark Ghetto

Cleaver, Eldridge. Soul on Ice

Fanon, Franz. The Wretched of the Earth

Gregory, Dick. The Shadow That Scares Me

Hayden, Tom. Rebellion in Newark

Killens, John O. Black Man's Burden

Lightfoot, Claude. Ghetto Revellion to Black Liberation

Lincoln, Eric C. The Black Muslims in America

Lomax, Louis. The Negro Revolt

Malcolm X. Autobiography of Malcolm X

Powledge, Fred. Black Power and White Resistance

Wright,Nathan. Black Power and Urban Unrest

Zinn, Howard. The Southern Mystique

Two reports on Commissions on Civil Disorder - one by presidential commission, the other on New Jersey

Unit XI - The Black Revolution (continued)

Tape: "Malcolm X Speaks"

Movies: "Now Is the Time"

Records: "John Beecher Recites His Own Poetry"

Movement Soul

Special Speech to be Distributed: Mayor Richard G. Hatcher of Gary, Indiana, before the N.A.A.C.P. in 1968

Documents: "The Black Revolution and the White Backlash." Grant, pages 442-448.

"Malcolm X Speaks." Grant, pages 448-452

"Malcolm Was a Man." Grant, pages 457-459.

"Black Power." Grant, pages 459-465

A question:

the answer to which can only be
ascertained by yourself to yourself.
Has this course changed any of my
values? Do I want to do anything
about this one way or the other?